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ABSTRACT

This document includes a description of the conference on preparing leaders in vocational education, the conference evaluation data, a participant list, and a paper, "Resources for Leadership Development: Concepts, Criteria, and Examples" (Finch, Gregson). The paper constitutes the majority of the document and includes resource concepts and criteria; descriptions of 10 examples of resources; 15 references; a 9-item annotated bibliography of leadership development resources and services; and a listing of leadership development providers, including 5 associations and 20 laboratories, institutes, and centers. (CML)

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PREPARING LEADERS IN VOCATIONAL EDUCATION: A CONFERENCE REPORT

Jerry Moss, Jr. & Barry-Craig Johansen
Conference Directors
University of Minnesota

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CE 055 582

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
University of California at Berkeley

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PREPARING LEADERS IN VOCATIONAL EDUCATION
CONFERENCE REPORT

Jerry Moss, Jr. and Barry-Craig Johansen
Conference Directors

Introduction

As part of it's service activities in leadership development, the Minnesota office of the National Center for Research in Vocational Education at the University of California, Berkeley, conducted a conference entitled "Preparing Leaders in Vocational Education". The conference was held at the Las Vegas Flamingo Hilton on April 25 - 28, 1990. The Center's purpose for the conference was to stimulate and facilitate the conduct of leadership development activities for graduate students majoring in vocational education at institutions of higher education. The conference objectives were to help participants (a) become acquainted with a conceptualization of leadership, (b) learn about resource materials available for use in leadership development activities, (c) experience techniques and activities designed to develop leadership, and (d) learn more about preparing an RFP for Center funds to subsidize the development and conduct of leadership activities at their own institutions.

After considering a number of cities around the country, it was decided to hold the meeting in Las Vegas. The intent was to minimize participant expenses and thus encourage people to attend. After speaking with a number of travel agents, it became apparent that Las Vegas offered the least expensive air fares from most points in the country. A number of hotels were contacted by phone and mail, and four were identified for final consideration. The Flamingo Hilton was selected after a one day "inspection tour" and a block of rooms was reserved there. By registering under the name of the conference, registrants received a discounted room rate.

Announcements were sent to over 500 chairs/heads of vocational education departments with graduate programs. The names were selected from the Industrial Teacher Education Directory, the National Directory of the Home Economics Division of the American Vocational Association, the Directory of Teacher Educators in Agriculture, Teacher Education Personnel for Marketing Education (a listing compiled by the U.S. Department of Education, Office of Vocational & Adult Education), and the Directory of the National Association for Business Teacher Education (NABTE).

The conference announcement listed the objectives of the conference and included a registration form (see Appendix A). Registrations, which were accepted by mail only, were confirmed, and each participant was later sent a packet of information about the conference. Registration was limited to 50 persons to ensure a manageable environment and to remain within budget constraints. A waiting list of about 15 persons was created after 50 registrations had been received. The people on the waiting list were informed that they would be contacted should there be a cancelation. The

conference was actually attended by 47 participants representing 23 states and 31 institutions. (See Appendix B for a list of the participants.)

The Conference

The conference opened Wednesday night with a call to order by Dr. Jerry Moss, Site Director of the Minnesota office of the Center, and a welcome by Dr. Gerald Hayward, Deputy Director of the Center. After Dr. Hayward's remarks the participants introduced themselves to the group. Dr. Moss then presented an overview of a conceptualization of leadership and leadership development together with the results of a study designed to test the validity of the conceptualization (Moss & Liang, in press). After questions, the group was invited to participate in a social hour.

Dr. Melvin Miller, Director of the School of Occupational & Adult Education, Oklahoma State University, reconvened the group on Thursday morning at 8:30 am. Ms. Gloria Wallace, a consulting psychologist from Phoenix, began the day with a discussion of the Meyers-Briggs (M-B) Type Indicator. Her presentation focused on three main areas: (a) How the Meyers-Briggs was developed, (b) the theory and underpinnings of the M-B, and (c) leadership implications. Almost unknown 10 years ago, the M-B is now the most widely used psychological assessment instrument in the United States and Japan. After some additional discussion, each member of the conference had the opportunity to take the self-scored short form (form G) of the instrument. Ms. Wallace then presented interpretations of the various profiles. Finally, the participants formed subgroups to further discuss the implications of their "type" for improved self-understanding and further development.

After a break for lunch, Dr. George Shapiro, Professor of Speech/Communications at the University of Minnesota, addressed the group on "community building". He spoke about the rapid rate of change in our society and the role of leaders in helping members of communities and organizations deal with change. Dr. Shapiro delineated four major functions of leaders in times of change. First, leaders convince followers to *believe in the mission* of the organization. Second, leaders help followers understand the world of change by *defining reality* for them. Third, leaders make it possible for followers to *envision the mission;* they make the mission real for the followers. Fourth, leaders *set the climate* for the organization. Dr. Shapiro closed by discussing the three values he believes are common to all effective, *ethical* leaders. They value: (a) freedom, (b) justice, and (c) each individual in the belief that everyone should be treated with dignity.

Following a short break, Dr. George Copa, Chair of the Department of Vocational & Technical Education at the University of Minnesota, introduced a video tape entitled "The Leader Within". Dr. Copa outlined the four major attributes of leaders as they are presented in the tape and asked participants to

watch for them. The four included: (1) Leaders possess self-knowledge and understanding; (2) leaders have a vision and sense of dedication to the organization; (3) leaders have strong communication skills and have spent time in the field; (4) leaders have integrity. Participants then watched the video tape, which featured Dr. Warren Bennis interviewing three outstanding leaders: General Dave Palmer, Superintendent of West Point Academy; Frances Hesselbein, National Executive Director of the Girl Scouts; and Max DePree, Chairman and recently retired CEO of Herman Miller. Following the tape, Dr. Copa lead a discussion of its contents and implications for the development of future leaders in vocational education.

The call to order was given at 8:30 am on Friday by Dr. Helen Hall, Head of Home Economics Education at the University of Georgia. The first session of the day was presented by Dr. Fred Hayen, Director of the Center for Applied Research & Educational Improvement, University of Minnesota. Dr. Hayen's presentation was on the Hersey and Blanchard Situational Leadership model. Dr. Hayen reviewed the major components of the model and then returned the scored copies of the LEAD-self instrument which participants had completed in advance of the conference. He lead a discussion of the interpretation of the scores and how they relate to leader effectiveness. Finally, Hayen provided each participant with a power profile instrument and lead a discussion of the various types and uses of power within organizations and how each type relates to leadership behavior and effectiveness.

Following lunch and the call to order by Dr. Richard Erickson, Head of the Department of Vocational & Practical Arts Education at the University of Missouri, Mr. David Lee, consultant with Personal Decisions Inc., Minneapolis, gave a presentation on "Motivating Others". He spoke of the *pyramid of competence* model used by PDI which includes four levels: personal, interpersonal, group, and organizational competence. He also spoke about four levels or types of communication: social, reflective (cathartic), informational, and evaluative. Each of these levels of communication is necessary for effective leadership behavior, yet few managers are skilled in all four. The group then discussed the implications for leaders in vocational education.

After a short break, Dr. Curtis Finch, Site Director of the Center at Virginia Tech, gave a presentation on "Resources for Leadership Development". Dr. Finch and his colleagues have spent the first part of this year collecting and reviewing print and other media resources for leadership development. He spoke about the materials he has reviewed and listed some of the more valuable sources of information. He also distributed a handout listing a number of resources for leadership development activities. (See Appendix C.)

The participants were then divided into two groups for an exercise in experiential learning using the game "Starpower". Dr. Jerry Moss and Barry Johansen, Administrative Fellow for the Center at the Minnesota office, each lead a group in the game. Starpower develops a three tiered society and explores the use of wealth and power. The effects of the game are subtle at first, yet the implications are vast as groups form and interact. The game was the source of considerable thought and discussion over the rest of the conference about the uses and abuses of power.

The group reconvened on Saturday morning at 8:30 am with a call to order by Dr. Harold Anderson, School of Occupational & Educational Studies, Colorado State University. Dr. Jerry Moss distributed draft copies of a "Request for Proposals" and lead a discussion on how it might be revised to better meet the needs of potential applicants. The RFP is intended to attract proposals from institutions of higher education to create and conduct leadership development activities for graduate students in vocational education. After several suggestions were debated, Dr. Moss said he would take the comments and ideas under advisement and would revise the RFP upon his return to Minnesota.

After a short break, participants divided into small groups to brainstorm and then develop a number of potential activities that might be included as part of a response to the RFP. These ideas were presented and reviewed by the entire group.

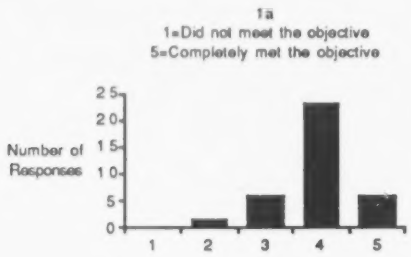
After a few closing remarks by Dr. Moss and the collection of conference evaluation data, the conference was adjourned at 11:15 am.

Conference Evaluation

Each participant was asked to complete a conference evaluation form. The results, based on 37 responses, follow:

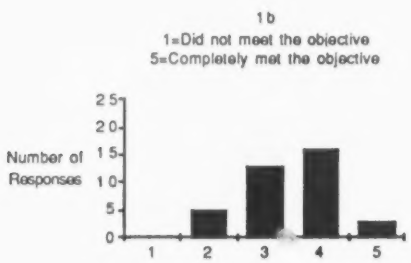
Item 1. The conference had four major objectives. In your opinion, to what extent were each of the objectives met?

a. Participants will become acquainted with a conceptualization of leadership.



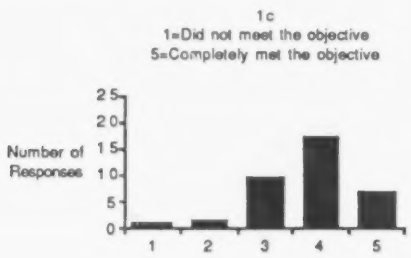
Comments:
"Good speakers", "Excellent topics", "Good handouts", "Quick overview upon which to build", "Some concern over using attributes as an approach", "Conceptualization needs further review", "Well integrated approach", "Good to review the materials", "Increased my awareness", "Good speakers and activities", "An outstanding job of selecting the topics and presenters".

b. Participants will learn about resource materials available for use in leadership development activities.



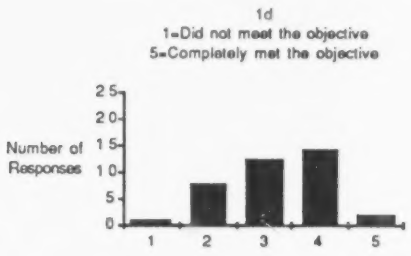
Comments:
"Would have liked some type of exhibit", "Wanted more specifics", "Too much emphasis on inexpensive materials", "This was the weakest part of the program", "Good start", "A bit rushed", "Learned about a limited number of resources", "OK but lacked emphasis".

c. Participants will experience techniques and activities designed to develop leadership attributes.



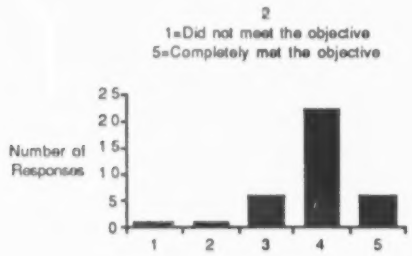
Comments:
"Well planned", " Good speakers", "Want better objectives", "Good range", "STARPOWER not effectively demonstrated", "Very well done", "STARPOWER was the best experience of the conference", "Good ideas, creative", "More activities would have been helpful".

d. Participants will be assisted in preparing an RFP for NCRVE funds to subsidize the development and conduct of leadership activities at their own institutions.



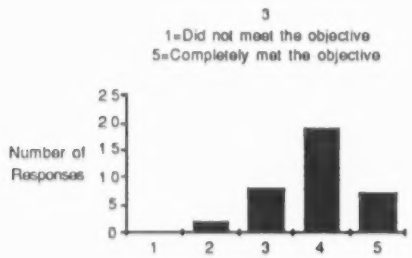
Comments:
"Good opportunity for input", "Good start", "Good guidance", "Raised more questions than it answered", "I'll wait for the final copy", "Need additional information", "Didn't learn much".

Item 2. Looking back at your expectations prior to attending the conference, how consistent were those expectations with the conference objectives?



Comments:
"Wanted more direction", "It was better than I expected", "Need better description of the scope of the conference", "Very well planned and executed", "I got more than I thought I would", "Wanted 'new' concepts" , "Everything in the program was covered", "Well organized".

Item 3. How useful do you think using the leader attributes as objectives is for developing leadership development programs/activities?



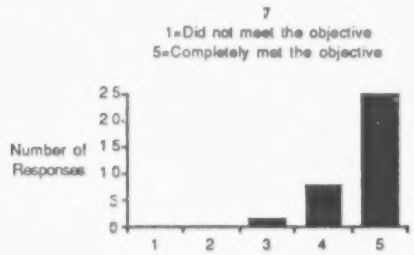
Comments:
"Expand the explanations of the attributes", "Need more attributes", "Overly simplistic", "Useful for research", "Some are traits and should not be included", "How valid is the list?", "They are not programmable", "This is the way to go", "Useful in research", "The research base you presented was right on target".

Item 4. When you go back to your institution, how do you plan to use the information you've received from this conference?
Comments:
"Share with other faculty members", "Use it as part of an existing course", "Develop a new course", "To design a conference of my own", "It will be a great help", "To revamp my graduate program", "I'll use the Meyers-Briggs in my program", "To write a proposal", "I am going to work with our state vocational association to get them involved in more leadership type of activities. Of course, we will do things to strengthen what we do in leadership in the Department of Agricultural and Extension Education".

Item 5. In regard to the RFP process, what additional support or resources do you need to develop or implement leadership development activities at your institution?
Comments:
"Too few dollars available to make applying worth my time and effort", "Increase the $$ amounts", "More grad students", "More resources", "Administrative issues".

Item 6. What obstacles do you anticipate in trying to develop and implement leadership development activities at your institution?
Comments:
"Limited number of grad students and $ available", "Not part of our mission", "Time and money", "A shift away from voed towards hrd", "Confusing priorities", "Administrative review of new courses".

Item 7. Regarding the location and physical environment of the conference, how satisfied were you?



Comments:
"Do it again!", "Community building and motivating others were excellent!", "Waiting for meals was inconvenient", "Facilities good and the price was right", "Great location, excellent facilities", "Excellent choice", "Good choice - low cost of transportation, meals, rooms, etc."

Item 8. What has been the most valuable thing you've gained from attending this conference?
Comments:
"Networking (many responses)", "New insights", "Meyers-Briggs", "Moss did a good job", "Insight into self", "Creative ideas", "Situational Leadership Theory", "Knowledge of resources", "Gave me research ideas", "Interdisciplinary approach", "Excellent food for thought", "Shapiro and Lee", "Overall perspective on leadership", "Renewed my energy." "Thank you for a great conference. I feel a sense of renewal from the activities."

Item 9. How could the conference have been more valuable for you?
Comments:
"More non-conventional and new approaches", "Speed up the pace", "Use more examples", "Too long, 6 hour/day max.", "Use more activities like STARPOWER", "Shorter sessions", "Eliminate STARPOWER", "Spend more time on leadership models", "More time for reflection", "More detail on motivating others", "More about the lit. review", "More hands-on activities".

Other comments:

"Excellent, do it again!", "Nice job", "Fine as presented", "Excellent - add another day", "Thanks, you've done a fine job", "Lets do it again soon", "Glad I attended - hope it's an ongoing activity", "Thanks for allowing me to come - it was very worthwhile", "You and your staff did a great job. You have a great staff at the U of MN.", "Nice job - thanks".

Reference

Moss, J., Jr., & Liang, T. (in press). Leadership, leadership development and the National Center for Research in Vocational Education. Berkeley, CA.: The National Center for Research in Vocational Education.

NCRVE

National Center for Research in Vocational Education

Presents a Conference on

PREPARING LEADERS IN VOCATIONAL EDUCATION

For Whom	College and university faculty in the vocational education fields. **A maximum of 50 persons will be accepted.** Two persons from each institution are encouraged.
Objectives	The primary purpose is to stimulate and facilitate the conduct of leadership development activities in institutions of higher education, especially for graduate students in vocational education. Participants will (a) become acquainted with a conceptualization of leadership, (b) learn about resource materials available for use in leadership development activities, (c) experience techniques and activities designed to develop leadership attributes, and (d) be assisted in preparing an RFP for NCRVE funds to subsidize the development and conduct of leadership activities at their own institutions.
Program	Experts from management, communications, education and the military with experience in leadership training will present examples of effective techniques and activities.
Where	Flamingo Hilton Hotel, 3555 Las Vegas Blvd. So.,Las Vegas, NV 89109. A block of rooms has been reserved at $63.00 per night + tax (single or double). Reservations should be made directly with the hotel (800-544-4111). You must mention this conference and reserve your room before March 25 to qualify for this reduced rate.
When	**April 25, 26,27,28.** The conference begins at 7pm April 25 and ends at 11 am April 28.
Cost	There are no registration or tuition fees. Participants must pay for travel and living expenses.
Next Steps	1. Complete and return the attached Registration Form; confirmation will be sent to the first 50 registrants. 2. Make room reservations. 3. Arrange for travel early to take advantage of lowest airfares. 4. For further information call Jerry Moss (612-624-0718) or Barry Johansen (612-624-3719).

Registration Form

PREPARING LEADERS IN VOCATIONAL EDUCATION

I will be in attendance at the conference in Las Vegas, April 25 through 28, 1990.

Name _____ Position _____
(Please Print)

Institution _____ Work Phone _____

Work Address _____

_____

Courses Taught _____

_____

Mail to: Jerry Moss, National Center for Research in Vocational Education, University of Minnesota, 1954 Buford Ave., St. Paul, MN 55108

Participant List
NCRVE Conference
Preparing Leaders in Vocational Education
April 25-28,1990 Flamingo Hilton, Las Vegas, NV

Appendix B

Wilma Alexander	Chairperson	Bus. Education & Administrative Services	Illinois State University	Normal IL
Harold Anderson	Director of Grad. Studies	Occupational and Educational Studies	Colorado State University	Fort Collins CO
F. Marion Asche	Assoc. Prof.		VPI	Blacksburg VA
Garry Bice	Asso. Prof.	Occupational & Adult Education	Oklahoma State University	Stillwater OK
James Bikki	Professor	Vocational Education	University of Idaho	Moscow ID
Robert Birkenholtz	Asst. Prof.	Ag.Ed.	University of Missouri	Columbia MO
Richard Carter	Professor		Iowa State University	Ames IA
Kay Clayton	Department Chair	School of Home Economics	Texas A & I University	Kingsville TX
Dwight Cline	Professor	Department of Educational Leadership	Western Kentucky University	Bowling Green KY
George Copa	Chairperson	Vocational Education	University of Minnesota	St. Paul MN
Richard Crosby	Chair	Dept of Occupational Education	University of Louisville	Louisville KY
John Dugger	Chairman	Ind Ed & Tech Dept	Iowa State University	Ames IA
Niel Edmunds	Head	Ind. Education	University of Nebraska	Lincoln NE
Steven Eggland	Professor	Marketing Education	University of Nebraska	Lincoln NE
Richard Erickson	Chairman	Dept of Practical Arts & Vo Tech Ed	University of Missouri	Columbia MO
Curtis Finch	Professor	Virginia Polytechnic & State University	Site Director, NCRVE	Blacksburg VA
Nelson Foell	Asso. Prof.		University of Georgia	Athens GA
Stacy Gartin	Assoc. Prof.	Ag. Education	University of West Virginia	Morgantown WV
Tom Grady	Asst. Professor	University of Wisconsin - Madison	University of Wisconsin	Madison WI
Kenneth Grey	Asso. Prof.	Counseling & Ed. Psych	Pennsylvania State Univ.	University Park PA
Jerry Grover	Professor	Industrial Education	Brigham Young University	Provo UT
Helen Hall	Department Head	Home Economics Education	University of Georgia	Athens GA
Steven Harbstreit	Assist. Professor	Ag. Ed.	Kansas State University	Manhattan KS

Participant List
NCRVE Conference
Preparing Leaders in Vocational Education
April 25-28,1990 Flamingo Hilton, Las Vegas, NV

Jay Hicken	Head	Industrial Technology & Education	Utah State University	Logan UT
Daniel Householder	Professor	Center for Career Development & Occ. Prep.	Texas A & M University	College Station TX
Dann Husmann	Instructor	Ag. Ed.	University of Nebraska	Lincoln NE
W.C. Johnson	Asst. Prof.	Voc. Ed. & Technology	Mississippi State University	Mississippi State MS
Thomas Kirkpatrick	Chairman	Dept of Secondary, Postsecondary & Voc Ed	University of Nevada-Las Vegas	Las Vegas NV
Jasper Lee	Professor and Head	Dept of Agricultural & Extension Education	Mississippi State University	Mississippi State MS
Gary Leske	Professor	Vocational Education	University of Minnesota	St. Paul MN
Clifford McClain	Asst. Prof.		University of Nevada-Las Vegas	Las Vegas NV
Pat McCleskey	Asst. Professor	Occupational Education	Idaho State University	Pocatello ID
Donald McKay	Asso. Professor	College of Education	Iowa State University	Ames IA
Ron Mehrer	Project Director	State Board of Education	University of North Dakota	Bismark ND
Melvin Miller	Director	The School of Occupational and Adult Ed	Oklahoma State University	Stillwater OK
James Navara	Professor	Business & Voc. Ed. Dept.	University of North Dakota	Grand Forks ND
Kerry Odell	Asst. Prof.		West Virginia University	Morgantown WV
Susan Olson	Asst. Prof.	Technical Education	University of Akron	Akron OH
Martin Parks	Professor		University of Wisconsin	Madison WI
John Parmley	Chair	Home Economics Teacher Education	Kansas State University	Manhattan KS
Charles Porter	Asso. Prof.	School of Occ. & Ed. Studies	Colorado State University	Fort Collins CO
John Preston	Chairman	Vocational and Career Development	Georgia State University	Atlanta GA
A.R. (Bob) Putnam	Professor		Indiana State University	Terre Haute IN

Participant List
NCRVE Conference
Preparing Leaders in Vocational Education
April 25-28,1990 Flamingo Hilton, Las Vegas, NV

R. Resurreccion	Professor	Vocational Education	Calf. State University	Long Beach CA
Bill Syhlman	Professor	School of Business and Administration	Eastern Washington University	Cheney WA
Arnold Westbrook	Chairman	Dept of Industrial Education and Technology	Virginia State University	Petersburg VA
William Wolansky	Professor	Vocational Technical Education	Iowa State University	Ames IA

Appendix C

RESOURCES FOR LEADERSHIP DEVELOPMENT:

CONCEPTS, CRITERIA, AND EXAMPLES

Curtis R. Finch
James A. Gregson

Virginia Tech Office
National Center for Research in Vocational Education
University of California, Berkeley
Division of Vocational and Technical education
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

Paper prepared for the National Center for Research in Vocational Education conference on Preparing Leaders in Vocational Education, Las Vegas, NV, April 25-28, 1990.

The project reported herein was performed pursuant to a grant from The Office of Vocational and Adult Education, U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred.

RESOURCES FOR LEADERSHIP DEVELOPMENT: CONCEPTS, CRITERIA, AND EXAMPLES

Curtis R. Finch and James A. Gregson

OVERVIEW

Concern has been and continues to be expressed about the preparation of educational leaders. Murphy and Hallinger (1987, xii) noted that shortcomings associated with current leadership development programs have "taken on a particular urgency during the 1980s as the nationwide effort to reform schools has gained momentum." They went on to state that adding new elements to current teacher and administrator preparation programs will not address the inadequacies that currently exist. Some groups have advocated radical reform in educational leadership development. For example, a National Commission on Excellence in Education report titled **Leaders for America's Schools** (Griffiths, Stout & Forsyth, 1988) has called for a redefinition of educational leadership. The report advocated administrator preparation programs patterned after those found in other professional schools. It was recommended that professional development be imbedded into the careers of both practicing administrators and professors who prepare these administrators.

The need to reexamine and reform educational leader preparation is, likewise, an agenda item for developers of vocational education leaders. Vocational education continues to evolve at a rapid pace. Future demands and constraints will no doubt require vocational education professionals to do more with less and do it better and more efficiently. The future will also reflect significant changes in types of curricula, delivery of services, and clientele served. Today's and tomorrow's leaders must be prepared to contend with these changes and the challenges they impose.

This discussion focuses on one aspect of meeting these leadership challenges, namely through the selection and use of high quality leadership development resources. Initially, the role of resources in the leadership development process is described. This is followed by an examination of criteria that may be used to determine the value of resources. And finally, several examples of resources are described.

Resources may be defined as tangible materials and strategies that facilitate the development of one or more leadership attributes. In actuality, it is sometimes difficult to separate a particular resource from the strategy or strategies used to make that resource function. Since resources may be used as a part of strategies and vice versa, it is advantageous to apply a rather liberal

interpretation of what constitutes a leadership development resource.

RESOURCE CONCEPTS AND CRITERIA

Concepts

It is not easy to describe the exact role of resources in leadership development. Resources are seen as facilitating the leadership development process, but exactly how and when they may be used most effectively is subject to some speculation. For purposes of discussion, it is perhaps best to consider the ways resources apply to various phases of comprehensive leadership development arrangements. These phases may be termed the foundation phase, the bridging phase, the practicum phase, and the practice phase.

During the **foundation phase** of leadership development, emphasis is placed on the development of knowledge (recall of leadership concepts and phenomena) and comprehension (a broad understanding of leadership). Resources/strategies typically associated with this phase are textbooks, handbooks, lectures, and discussions.

As noted in a National Association of Secondary School Principals (1985) report, the **bridging phase** serves to narrow the gap between foundational studies and field experiences. This bridging may take place in the classroom, during a practicum, or some combination thereof. Focus is on practice and application of effective leadership

behaviors in "safe" settings. Anderson (1989) notes three useful bridging resources/techniques: simulations, case studies, and games. These resources/techniques may be accompanied by self-assessments that enable professionals to identify their strengths and shortcomings in a manner that will ultimately assist in designing their personal improvement programs.

During the **practicum phase**, leadership is further developed through structured and monitored experiences in actual educational settings. Resources/techniques typically associated with this phase are interning, externing, and shadowing.

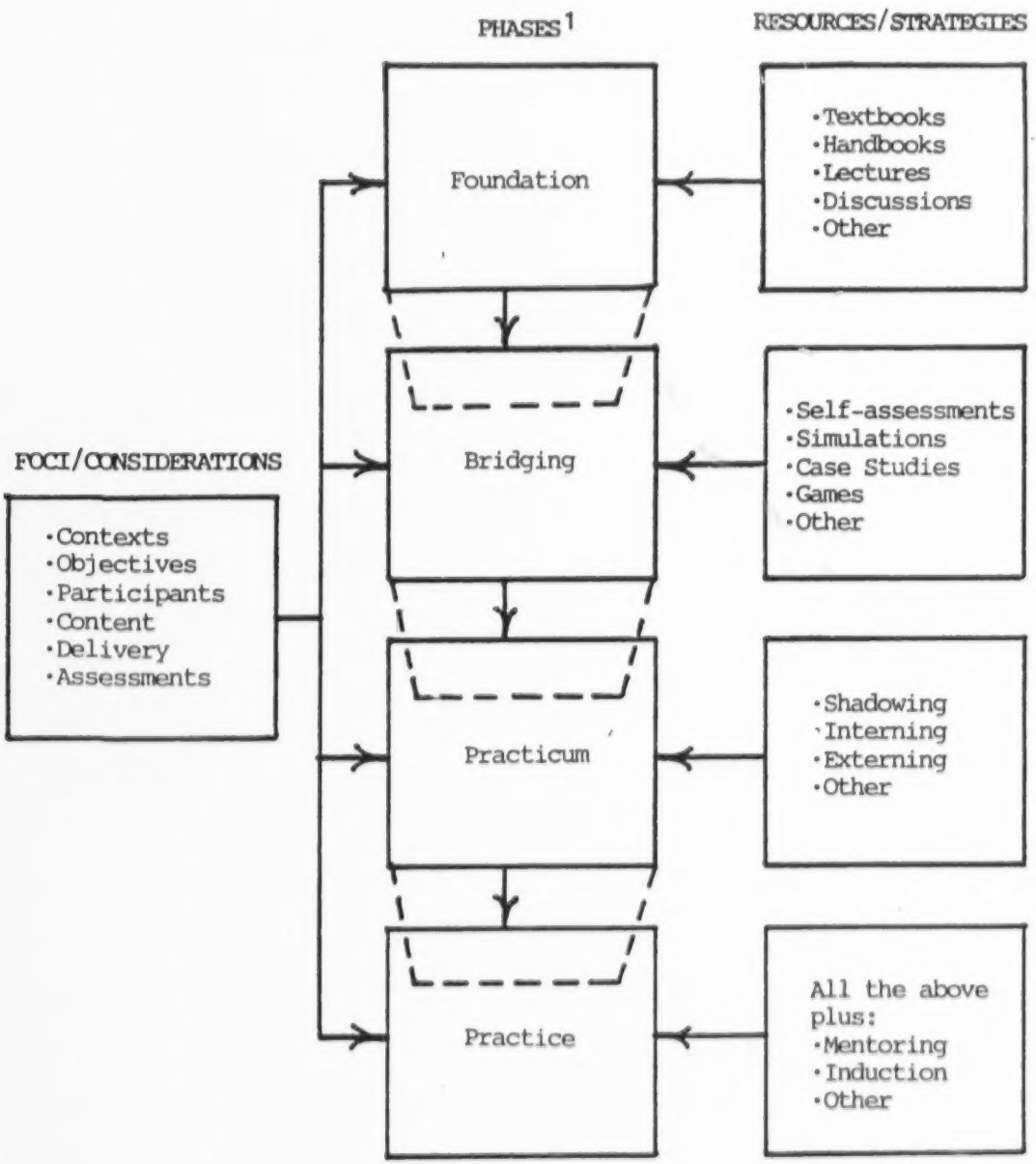
Finally, during the **practice phase**, the individual is provided with opportunities to grow while being employed in a leadership role. Use may be made of many of the aforementioned resources/techniques as well as the application of mentoring and induction programs for less experienced professionals. For example, the Center for Creative Leadership, Greensboro, NC operates an Educational Associates Program (EAP) for school superintendents. The program focuses on assisting practitioner-leaders in making the nation's schools more effective. Included in the program are access to a professional network, participation in EAP leadership conferences, monthly and quarterly publications, and access to Center leadership programs.

The role of resources may thus be seen as supportive of and complementary to leadership development. Within a given leadership development arrangement, resources can be utilized to facilitate growth in ways that complement the specific contexts, objectives, participants, delivery, and assessments. The relationships that exist between resources and comprehensive leadership development arrangements is displayed in Figure 1. Resources are selected for use in each component of the development process with consideration given to how these resources contribute to overall objectives of the particular arrangement, the unique characteristics of participants, and the context or contexts within which leadership development will take place. Resources must also relate to and support the content that has been selected and how that content will be delivered and assessed. The dashed lines in Figure 1 reflect the overlapping nature of various phases. Just as leadership development content may flow from one phase to another, resources and strategies may be utilized in one or many phases to support that content. A key notion is that resources/strategies are not restricted to a particular phase. They are applied where they can have the greatest benefit.

Criteria

How then may resources be selected for use in leadership development efforts? In addition to the general

FIGURE 1. RESOURCES FOR COMPREHENSIVE LEADERSHIP DEVELOPMENT ARRANGEMENTS



[1]The above phases are merely illustrative of comprehensive leadership development arrangements. Sometimes these phases are molded together into a comprehensive package or included in a field-based development program. The possible options are almost endless.

considerations outlined above, there are more specific standards or criteria that apply to resource selection. As part of our 1990 National Center for Research in Vocational Education (NCRVE) project work, we are developing an assessment form for vocational education leadership development resources. At the beginning of the form, provision is made for recording resource background and format information. Then the resource is examined to a point where responses may be made to statements in the following areas:

- Leadership attributes addressed by the resource
- Potential clientele for the resource
- Organizational structure of the resource
- Instructional settings for the resource
- Instructional techniques employed in the resource
- Media requirements for resource use
- Levels of resource content focus (foundation, bridging, practicum, practice)
- Research base for the resource
- Resource application to vocational education leadership development
- Perceived cost-effectiveness of the resource
- Perceived resource strengths
- Perceived resource limitations

Each of the above standards or criteria may be used to aid in resource selection decisions. We did not feel it was

necessary to establish an overall resource rating score. Instead, the cumulative checks and comments generated by the form can provide the rater with sufficient detail to make an informed decision about a particular resource. For example, if a resource does not focus directly on any leadership attributes, has no research base, needs major adaptation (e.g., significant revision) prior to its use in vocational education leadership development, and is not very cost-effective, serious questions may be raised about its utility. Conversely, if a resource focuses directly on leadership attributes, is very cost-effective, need not be adapted for use in vocational education leadership development settings, and is supported by a research base, the item has greater potential for use.

EXAMPLES OF RESOURCES

In addition to developing a resource assessment form, we are currently identifying the range of resources that are available to the field and assessing their application to vocational education leadership development. Eventually, we plan to develop several resources that will fill some of the voids we are now uncovering.

Since resources come in many "shapes and sizes," we thought it might be useful to present several examples of the types of resources that are currently available. For each of the resources discussed below, we have provided some insight into potential use. Those who want to search

further for resources may scan the appendices at the end of the paper. The first appendix includes bibliographies of leadership development resources and services whereas the second presents descriptions of leadership development providers. In fact, our personal search for resources has been so fruitful we decided there are more general leadership development resources out there than anyone could ever afford to purchase. It is hoped that these appendices, together with information about resource selection, will assist in the search for and identification of high quality leadership development resources.

School Improvement Leader Materials

The School Improvement Leader: Four Perspectives on Change in Schools (Fleming & Eiseman, 1989) is a set of four training modules designed to enhance leadership skills of current and future educators. Each module covers a particular aspect of effective leadership. The modules include such topics as: (1) Coaching Secrets for School Leaders, (2) Lessons from the Business Literature, (3) The Role of Teams in Implementing School Improvement Plans, and (4) Making Sure It Sticks: The School Improvement Leader's Role in Institutionalizing Change. In addition to addressing the leadership attributes reflected in their titles (i.e., coaching, team building, initiating), the modules also focus on many other leadership attributes

(e.g., creativity, communication, tact, planning, motivating others, networking, risk taking).

Each module takes from six to ten hours to complete. Units within the modules contain brief readings so that participants can become knowledgeable enough to participate in application activities. The modules include readings, a trainer's guide, overhead transparency masters, single-page handouts, and various activities for reinforcement. Though the modules are quite structured, they are compatible with many different instructional strategies. The modules also could be incorporated into short intensive workshops or a series of lessons in a credit course. The low cost and high quality of this product makes it a potentially useful resource. In addition, the numerous activities provided in the modules offer a stimulating way to develop leadership skills.

High Performing Principals Modules

Competencies for High-performing Principals Resources (Achilles, Duvall, High, High, Keedy, Reynolds, Silver & Wayson, 1987), consists of ten modules. Module topics include: Communications, Planning, Problem Solving, Motivation, Curriculum Development, Delegation, Decision Making, and Norm Setting Behaviors for Principals. The modules are based on Croghan and Lake's research on competencies exhibited by high-performing principals and on

the National Association of Secondary School Principals (NASSP) administrative assessments.

Though the modules were authored by different persons, they are quite similar in their organizational structure. For instance, instructional strategies used in the modules makes them appropriate for groups of 25 to 30 people. Modules are specifically designed for elementary and/or secondary principals; however, they could be adapted for vocational administrators. Each module has a number of objectives relating to its topic. All modules provide brief lectures (lecturettes) for the trainer to share with participants. Also included are assessment instruments, tests, overhead transparency masters, bibliographies, handouts, and a wide range of group activities. The modules support use of a variety of instructional strategies such as lecture, group discussion, simulation, role playing, and self-assessment.

Because of the breadth and depth of these modules, it seems unlikely that even one of them could be completed in less than eight hours. Thus each module might serve as a basis for a workshop. Nevertheless, because the modules compliment one another, they could be used together in a program for administrators. Regardless of what way the modules are used, they appear to be valuable resources for assisting administrators in becoming more effective.

Competency-Based Administrator Education Modules

Published by the American Association for Vocational Instructional Materials (1989), these instructional modules are designed specifically for vocational administrators. Their flexible design allows the modules to be used with both secondary and postsecondary administrators. They can be used on a preservice, inservice, intern, or extern basis. The modules can be utilized for individualized, small-group, and large-group instruction.

There are currently 52 modules available that focus on competencies needed by vocational administrators. These competencies are related to such topics as program planning, development, and evaluation; instructional management; student services; personnel management; professional and staff development; school community relations; facilities and equipment management; business and financial management; program improvement; and linkages with business and industry. Each module includes a criterion-referenced assessment of the competency it introduces. In addition, the modules require that competencies be demonstrated in actual administrative settings. Thus, the modules dictate that students actually apply what they have learned. The modules provide required and optional activities that help integrate theory and practice. Based on the CBAE module design and content, it is evident why these modules are often considered as much an approach as a product.

These modules are quite comprehensive, valuable, and inexpensive resources for programs designed to prepare vocational administrators. It should be kept in mind, however, that because of their emphasis on specific competencies needed by vocational administrators, the modules tend to exclude focus on broadly-based leadership attributes that cut across a range of competencies.

Leadership Development Guide

Leadership Development Through Planned Instruction in Vocational Education (Cvancara & Weaver, 1982) is a teaching guide developed to assist teachers in implementing leadership development as an integral part of vocational education classes. The manual includes instructional materials and strategies intended to assist vocational students in using their classrooms as laboratories for acquiring and applying leadership skills. The manual utilizes numerous instructional strategies (i.e., role playing, simulation, group discussion, self-assessment instruments, debates, games, and lecture) and includes a variety of materials (handouts, activity sheets, information sheets, case studies, resource lists, reference lists, and a list of suggested films).

The guide has four unit plans corresponding to four major program goals that relate to identified leadership roles. These program goals include: (1) the student is able to assume leadership roles at home, at school, on the

job, and in the community; (2) the student is able to facilitate individual and group process toward identified goals; (3) the student is able to facilitate individual and group progress toward identified goals; and (4) the student is able to evaluate individual and group action. Each program goal is supported by enabling objectives, learning activities, resources, and evaluation techniques.

Even though this guide is presented in a simple and straightforward manner so that it can be used with secondary students, it addresses many complex concepts. In fact, with modification, some of the exercises and activities might be appropriate for postsecondary and graduate classes. The guide is research-based and addresses many leadership attributes through its various strategies and materials.

Leadership Style Guide

Your Leadership Style (Miller, 1983) is a training guide that uses the Hersey-Blanchard approach to leadership styles. Its primary goals are to improve the processes of planning, organizing, directing, and motivating. The author contends that this module can help build principal-faculty relationships, superintendent-governing board relationships, and teacher-student relationships.

The module is divided into two sections. Section one provides a literature review of leadership behavior theory that explains basic concepts such as influence, task behavior, and relationship behavior. It then provides an

indepth explanation of the Hersey-Blanchard Situational Leadership Model, showing the relationships between task-relevant maturity of a group and leadership styles.

The second section provides a series of learning activities and handouts that are based on this model. These include (1) a scoring and interpretation workbook, (2) five case studies for assessment of task-relevant maturity of groups, and (3) a set of leadership style role-playing kits illustrating various styles of leadership and patterns of accommodation. A list of resource materials is included, along with sample training designs, references, and a short bibliography.

Not only does this module utilize a variety of instructional strategies, but it is also designed in such a way that it can be adapted for almost any circumstance (i.e., workshop, program). The module addresses about a dozen leadership attributes. Its low price and high quality makes it a potentially useful resource.

Leadership Workshop Presenter's Guides

Two workshop presenter's guides, **Time Analysis** and **Contract Administration** (Center for Educational Policy and Management, 1983), are intended for use in training administrators. Both guides are written for use by a presenter. They each contain a script, suggestions on how to conduct the sessions, reference lists, appendices, handouts, and overhead transparency masters.

The purpose of the time analysis guide is to help school administrators develop time strategies and to use them successfully. This guide defines "time" and "management" and discusses the topics of (1) recording and analyzing how time is spent, (2) features of educational management, (3) analyzing time in terms of descriptive categories, (4) learning to record activities, and (5) techniques for managing time (i.e., delegation, saying no, doubling up, closure, and procrastination).

The purpose of the contract administration guide is to train administrators to interpret common contract provisions that affect management's decision-making authority and to provide administrators with a guide to help them analyze their districts' union contracts and the limitations they place on administrator latitude in making decisions. The guide gives a brief historical review of problems principals face in contract administration, presents a hypothetical grievance case, and then covers topics of grievance procedures, arbitrability, maintenance of standards, precedence of agreement, preeminence of agreement, and duty to bargain.

Although both of these guides are very specific and thus address few leadership attributes, the attributes are addressed very thoroughly. The guides are designed for academic principals; however, they would require little adaptation for vocational administrators. Their low cost

and high quality should make these guides meaningful additions to leadership development programs.

Instructional Leadership Handbook

The **Instructional Leadership Handbook** (Keefe & Jenkins, 1984) presents information about curriculum, organizational, and methodological trends. The handbook's purpose is to help principals provide direction, resources, and support to improve teaching. It reviews the principal's role in four broad domains that are presented in chapters: formative, planning, implementation, and evaluation. Each chapter is comprised of several one to two page reports on specific subtopics related to these domains. For example the first chapter, Formative Elements, identifies 39 trends and provides a report on each trend. Each report is authored by a noted expert in that particular area (e.g., vocational and technical education, mathematics, science, social studies). Trends in content fields, organization and staffing, and media and methods are examined. Thus, the handbook actually seems more oriented toward management than leadership.

Although some of the reports in chapter one may have little relevance for vocational education administrators, most of the reports in chapters two, three, and four address challenges that face vocational leaders. Chapter two maintains that the administrator who is committed to instructional leadership must participate directly in key aspects of program planning, implementing, and evaluating.

Consequently, the Planning Elements chapter, presents timely reports on how to improve school programs.

Chapter three, Implementation Elements, is divided into five sections: Organizing the Program, Supervising Classroom Management, Supervising the Diagnostic Process, Supervising Prescription and Placement, and Supervising Instruction. The reports in this chapter cover such topics as selecting staff, student discipline, classroom management, student placement, and grouping practices. The final chapter, Evaluation Elements, is concerned with teacher, student, program, and school evaluation.

This handbook provides comprehensive coverage of the topics it addresses. In addition, the reports draw from current research in the field. However, since each report is limited to two pages, one must investigate the references provided in the reports to obtain more extensive information. In addition, the generic nature of these reports requires this resource to be supplemented with specific information for vocational education administrators. Nevertheless, the handbook's price ($11.00) makes it a potentially useful resource.

Leadership Curriculum Guide

Developed for use by teachers of secondary students, the **Leadership Curriculum Guide** (Perrin, Revin, Atkins & Joekel, 1985) addresses numerous leadership attributes. Each chapter is devoted to an attribute cluster and each

section is either devoted to a specific attribute or a dimension of an attribute. However, perhaps the greatest contribution made by this guide is that it provides insight into how one can develop leadership attributes.

The guide begins by describing how self-esteem relates to being accepting of ones self and having confidence. After problems of poor self-image and the ingredients for positive self-image are described, tips about building self-esteem and controlling feelings are provided.

The remaining chapters are titled Goal Setting-The Foundation to Success, Communication-Key to Leadership, Organization-Putting All the Pieces Together, Group Process-Working Together, Problem Solving is Decision Making, and Evaluation-A Continuing Process. Although the content of these chapters is quite different, format is very similar. The chapters begin by first addressing theoretical and conceptual concerns, and then provide suggestions about how to develop the attributes. Exercises and resources pertaining to these chapters are presented at the end of the guide.

Although the **Leadership Curriculum Guide** was developed for use at the secondary level, with some modifications, it could be used with postsecondary students. The guide is straightfoward, but does not oversimplify difficult concepts. The guide's structure would enable it to be

utilized in a program or in a few workshops. Its affordable cost ($25.00), makes the guide a desirable resource.

School Leadership Handbook

The **School Leadership Handbook** (Smith & Piele, 1989) is designed to be read or used as a reference when particular problems and concerns arise. Leadership is examined from three perspectives: the person, the structure, and the skills. Chapters focusing on the person who holds a leadership position provide something of a theoretical background. These chapters, which are authored by different persons, answer the following questions: Who is today's educational leader? What makes an effective leader different from a less effective leader? What is a leadership style and what is the best one to use? How are school leaders trained? What are the best methods for hiring them and inducting them into their positions? and What are the particular problems faced by women and minority educational leaders or would-be leaders?

Chapters focusing on the school structure examine systems or support structures that underlie school leadership. They look at the balance of authority between the central office and the school site, the team approach to management, the context for making decisions, and the components of school climate. These chapters are concerned with structures and management systems that can make good leadership possible--or impossible.

Chapters on leadership skills highlight the abilities needed by administrators to be effective leaders. Foremost among those abilities are knowing how to lead the school's instructional program and manage the instructional staff. This section also looks at such problems as how to communicate in today's more open, power-sharing organization, how to build coalitions of community groups for the support of schools, how to lead meetings more efficiently and effectively, how to manage time and avoid stress, and how to manage conflict.

The book can be used for aspiring and current secondary or postsecondary administrators. The handbook is straightforward, yet thorough. Its low cost makes it an ideal text for an administrative leadership class.

Leadership Training Through Gaming

Leadership Training Through Gaming (Christopher & Smith, 1987) is a book written for anybody who wants to include games, simulations, or role playing in their leadership programs. Not only does the book provide warm-up activities, money games, games for young people, adult games, role plays, and simulations; but it also discusses how and why games should be played and the need to direct, debrief, and evaluate games. This publication also provides insight into how one should select appropriate games for his or her audience.

The games are generic in the respect that they are appropriate for many different types of groups. This characteristic makes the book useful in a number of settings, however, it also means that users might need to adapt some of the games to meet their own unique needs.

Many of the games address leadership attributes both directly and indirectly. Motivation, problem-solving, creativity, resourcefulness, decision-making, and communication are some of the most frequently addressed attributes. There are games for large groups and small groups and experienced and inexperienced leaders. Some of the games require no media support, while others do. Practically all the games teach application of leadership. The utility and cost of this book makes it a good investment as a leadership development resource.

Additional Resources

There are a number of other meaningful resources that have not been discussed. Many are used exclusively by companies or agencies. For example, the National Association of Secondary School Principals (NASSP) has developed a comprehensive leadership simulation called LEADER 1-2-3. This resource is used by NASSP staff as part of leadership development seminars which include participant self-assessment and performance feedback from coaches, peers, and videotapes. NASSP has also developed seminars and resources focusing on mentoring and written

communication. Three additional seminars are under development: oral communication, motivation, and alliances. These seminars and resources are education generic and thus not limited to use with general secondary school administrators.

A Leadership Development Academy prepared for the Virginia Center for Educational Leadership by the Center for Creative Leadership, Greensboro, NC, focuses on a self-analysis of personal strengths and weaknesses and development and practice of new leadership styles and behaviors. The Academy features a personal development simulation in which 25 participants are responsible for operating a school system of 15,000 students in the year 1995. The simulation is highly interactive and includes debriefing sessions that focus on an analysis of actions taken by each participant during the activity.

Other similar resources may be available and currently used in various states and regions. Unfortunately, most are not accessable to university faculty members for use in long term university-based leadership development programs.

CONCLUDING COMMENTS

It is clear that many types of potentially useful leadership development resources are available. Most of these resources are not specifically designed for use in vocational education leadership development; however, it

appears that many may be easily adapted to vocational education settings and clientele.

Since the actual selection of resources is affected by many factors such as cost, focus, and benefit; it may be useful to select resources in terms of their impact on comprehensive leadership development arrangements. This is particularly true at the university level where graduate students may spend several years preparing for vocational education leadership positions. As efforts continue to focus on comprehensive leadership development programs, it is best to keep in mind that many resources are available to assist with this task. By applying a modest amount of searching, anyone should be able to locate resources that "deliver" on a host of leadership attributes.

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APPENDIX A

Leadership Development Resources and Services: A Selective Bibliography

1. Brown, P. (1986). *National leadership programs resource guide.* Burlington, VT: University of Vermont, The Leadership Task Force of Commission IV.

   This resource guide is divided into three sections. The information was gathered from a resource survey mailed to over 450 institutions, including community colleges, colleges and universities. The first section provides a composite of programs offered at various institutions. The second section provides a contact person for each institution listed. The last section is an annotated listing of pertinent resources.

2. Clark, M. B., Freeman, F. H., & Britt, S. K. (1990). *Leadership education source book '90.* Greensboro, NC: Center for Creative Leadership. 500 pages $54.00

   Available from: Center for Creative Leadership, 5000 Laurinda Drive, Post Office Box P-1, Greensboro, NC 27402-1660.

   This source book contains listings of leadership studies and development provided by universities, associations, companies, labs, and centers. An extensive bibliography of books, articles, and reference sources pertaining to leadership is included as well as an annotated list of films and videos for possible use in leadership courses. The book has an alphabetical listing of resource persons by name, address, and institution. An index of materials that are available from the Center for Creative Leadership is also provided.

3. Douglass, R. S. (1988, November/December). Resources for developing leaders. *Vocational Education Journal, 63*(8), 42-44.

   This article provides a brief overview of the status of leadership development resources that are available from commercial entities, federal agencies, state agencies, universities, and professional organizations.

4. Kaye, B. L., & Steele, A. M. (1975). *Leadership training. New Directions for Higher Education, 3*(3), 79-93.

   A survey of 60 programs to prepare women for leadership in business and education identifies two distinct types of skills training (lifebuilding skills, and technical managerial skills) and offers ideas to institutions planning leadership programs. Six model programs are described and 24 are listed in the bibliography.

5. Patterson, A. H. (1983). *Management training for school leaders: The academy concept.* Bloomington, IN: Phi Delta Kappa Educational Foundation (ED 236 785).
   24 pages MF .01 Plus Postage or .75

   Available from: Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402

   This document defined academies as training institutes designed to equip school principals and superintendents with the skills needed to perform their responsibilities. Academies are funded, supported, and sometimes staffed by state education agencies. The report describes what it believes to be the five most sophisticated academies and suggests that they be used as models for other academies.

6. Phillips, N. R., Fetteroll, E., Nadler, L., & Nadler, Z., (Eds.). (1987). *The trainer's resource 1987: A comprehensive guide to packaged training programs.* 5th ed. Amherst, MA: Human Resource Development Press.

   This book offers a consolidated, single source that can be used when looking for a packaged program. It provides comparable data about what the packaged programs are, how they relate to needs, what kinds of learning strategies are utilized, and cost. Programs are clearly identified under subject categories in the table of contents. The book provides subject, title, and vendor indexes for all packaged training programs.

7. Spitzberg, I. J., Jr. (1986). *Introduction to campus programs on leadership.* Washington, D.C.: Council for Liberal Learning of the Association of American Colleges, Luce Leadership Series.

   This monograph provides an examination of six campus-based leadership programs exemplifying diversity of approaches found around the country. Highlighted are the opportunities available and problems encountered when starting leadership activities. Three categories of leadership programs are identified: co-curricular leadership development programs, academic courses (drawing mainly on social psychological and management studies), and liberal arts academic courses (using a humanities and social science base).

8. Stehno, J. (1988). *Learning to lead: An annotated bibliography.* Carbondale, IL: Touch of Nature Environment Center (ED 294 025).
   31 pages MF 01/PC02 Plus Postage

   Available from: The Educational Resources Information Center (ERIC)

   This annotated bibliography reviews some of the leadership development training programs currently being offered to business, industry, and educational personnel. All programs that have been selected for review are available to the general public; "in-house" programs are not included. The bibliography includes programs offered by universities, non-profit corporations, and profit oriented corporations. The document is divided into three sections. One section focuses on programs for corporate personnel, another section reviews preparatory and continuing professional education programs for college administrators. A third section is devoted to outdoor experimental programs.

9. Watson, R. (1990). *Bricker's International Directory of University Executive Programs* (21st ed.). Princeton, NJ: Peterson's
   400 pages $115.00

   Available from: Peterson's, Department 307, P.O. Box 2123, Princeton, NJ 08543-2123

   Bricker's International Directory identifies approximately 300 of the best top-level management programs offered at educational institutions. Each management program receives at least one page of

descriptive information about location, duration, subject matter, participants, faculty, and special features. The directory also includes an essay on current trends in executive education and advice on how to choose a program.

APPENDIX B
Leadership Development Providers

ASSOCIATIONS

American Association of School Administrators (AASA)
1801 N. Moore Street, Arlington, VA 22209, 703/528-0700

The American Association of School Administrators (AASA) provides numerous products and services. Some of the AASA's products are quite specific (e.g. *How to Improve your Problem-Solving Skills*), while other products are more general (e.g. *The Art and Science of Leadership*). AASA offers an extensive list of books, reports, audio tapes, video tapes, slides, and computer software. The descriptions of these various products suggest that they are based on extensive research.

The services provided by the American Association of School Administrators are primarily offered through its academy, the National Academy for School Executives (NASE). Since its inception in 1968, NASE has conducted hundreds of of programs for more than 30,000 school administrators. The National Academy offers three basic types of professional development programs for members: seminars, institutes, and contract programs.

In addition to providing seminars and institutes, NASE will also design specific programs for school districts and state departments of education. These contract programs are held at the site of the sponsor and are tailored to suit the sponsors needs.

Finally, NASE has developed a comprehensive Consultant Referral Service (CRS). This consultation service is free. It provides the contacting agency with the names, addresses, phone numbers, and evaluation results of consultants who are experts on specified topics.

American Association for Vocational Instructional Materials (AAVIM) The National Institute for Instructional Materials, 120 Driftier Engineering Center, Athens, GA 30602

The AAVIM offers resources for the professional development of vocational education leadership personnel. Some of the primary resources that AAVIM publishes include competency-based administrator education modules (CBAE), instructional guides that supplement the CBAE modules, and supporting materials (print and audiovisual) to prepare users of the modules.

American Management Association (AMA)
135 West 50th Street, New York, NY 10020, 212/903-8270

The AMA offers resources for first-line supervisors, middle managers, and chief executives. It has offices in 19 American cities and four foreign countries. AMA's Center for Management Development conducts over 2,500 courses every year, covering every area of job training and career development, for every level of employee from secretary to president. The keystone of AMA's training programs is its management course. It is offered in four one-week sessions. The course focuses on strategic planning, decision making, problem solving, team building, financial analysis, human resource management, and leadership. Though most of the courses are offered at AMA facilities, they can be customized and delivered at a location of the client's choice. AMA also offers numerous videoconferences through its satellite technology. The American Management Association, under its imprint AMA-COM,® publishes business management books, periodicals, maagement briefings, survey reports, handbooks, cassette-workbook programs, self-study courses, and research-based reference materials. AMA offers a Management Information Service for its members that provides sources of information for answers to management problems.

American Society for Training and Development (ASTD)
1630 Duke Street, Box 1443, Alexandria, VA 22313, 703/683-8129

ASTD publishes, co-publishes and distributes numerous training and human resource development titles. The titles that ASTD provides reflect its goal of balancing practical information with underlying theory, and classic solutions with cutting-edge approaches. The ASTD catalog offers many items that address leadership and specific leadership attributes.

Association for Supervision and Curriculum Development (ASCD)
1250 N. Pitt Street, Alexandria, VA 22314-1403, 703/549-9110

ASCD is the largest professional leadership organization in education. It has 59 affiliate units in every state and several international locations. ASCD provides its members with two newsletters, a yearbook, and three to five books each year. Members also have access to research and information services. ASCD publishes two scholarly journals, *Educational Leadership* and *The Journal of Curriculum and Supervision* and a newsletter, *ASCD Update*. ASCD provides more than 80 intensive seminars around the country, intensive experiential training and professional skills enhancement through its National Training Center, and video-based training programs. ASCD's annual conference offers workshops, exhibits, sessions, panels, and lectures.

National Association of Secondary School Principals (NASSP)
1904 Association Drive, Reston, VA 22091-1598, 703/860-0200

The NASSP provides numerous professional publications, products, and services for those interested in secondary and general education administration. Publications and products include textbooks, assessment instruments, computer software, audio and videotapes, monographs, newsletters, bulletins, and many supplementary items. Services include workshops, fellowships, and partnerships with school districts. NASSP provides a number of well designed leadership development seminars for personnel in the public schools.

LABORATORIES, INSTITUTES, AND CENTERS

Center for Creative Leadership (CCL)
5000 Laurinda Drive, P.O Box P-1,Greensboro, NC 27402-1660
13 S. Tejon, Suite 500, P.O.Box 1559, Colorado Springs, CO 80901
4275 Executive Square, Suite 620, LaJolla, CA 92037

The Center for Creative Leadership's mission is to assist in developing creative leadership and effective management. It accomplishes this mission through research, training, and publication. Its goal is to to apply academic scholarship and research to practicing and future managers and administrators. The CCL has five areas of study. They are: Executive Leadership, Innovation and Creativity, Leadership Development, Leadership Technologies, and Education and Nonprofit Sector. The Center's services include: (1) assisting organizations in developing their managers, executives, and administrators, (2) offering researched based tools to develop leaders, (3) providing programs and materials to assist in developing specific leader attributes, (4) developing, validating, and dissiminating simulations, questionnaires, test instruments, and other educational tools.

Center for Postsecondary Governance and Finance (CPGF)
Room 4114 CSS Building, University of Maryland, College Park, MD 20742-2435, 301/454-1568

This center conducts policy research and disseminates information that is designed to improve governance, management, and finance practices. CPGF is involved with the concerns of postsecondary education at the institutional, inter-institutional, State, and Federal levels. This includes: 1) promoting learning through teaching, 2) creating knowledge through research and scholarship, and 3) disseminating knowledge and providing assistance through public service activities.

The Institute for Educational Leadership (IEL)
1001 Connecticut Avenue, N. W. Suite 310, Washington, D.C. 20036

Originally created as an Institute of The George Washington University, IEL is now an independent, nonprofit organization. The goal of IEL is to improve the quality of educational policymaking by linking people and ideas to address difficult ideas. IEL works with state, local, and national leaders who have an impact on education policymaking. To provide a better understanding of important educational issues, IEL offers publications in the form of books, a newsletter, reports, and monographs.

Institute for Leadership Studies
Fairleigh Dickinson University, 131 Temple Avenue Hackensack, NJ 07601, 201/692-2641

The Institute for Leadership Studies examines leadership issues and social problems, including the nature of work, personality and power, institutional politics. Researchers are currently testing new interpretations and dimensions of leadership. The Institute publishes its research in professional journals and books.

National Academy for Leadership Development
Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 614/292-1260

The National Academy for Leadership Development is a joint venture between the National Council of Local Administrators and the Center on Education and Training for Employment. It is committed to addressing the unique leadership needs of practicing local administrators in vocational, technical, career, and occupational education. To accomplish its goal, the Academy offers seminars, workshops, and summer institutes at reduced costs, provides a quarterly publication on leadership, publishes practical research briefs, provides networking and technical assistance opportunities, and develops audio-cassettes for individulaized instruction. Membership is by district, agency, or organization.

National Center for Research in Vocational Education (NCRVE)
1995 University Avenue, Suite 375, Berkeley, CA 94704-5018, 800/637-7652

The NCRVE is a resource for research and exemplary practice in vocational education. The University of California at Berkeley operates the Center with the assistance of five sub-contractors: the University of Illinois;

the University of Minnesota; the RAND Corporation; Teachers College, Columbia University; and Virginia Polytechnic Institute and State University. Certain services are coordinated at specific sites. For example: Leadership Development at the University of Minnesota, Inservice Education at Virginia Tech, and Technical Assistance for Special Populations at the University of Illinois. The Center disseminates research reports, monographs, scholarly journal articles, and books that focus on topics included in the Center's research agenda. However, NCRVE also provides networks that enable teachers and administrators to be active participants rather than passive consumers of the Center's work. This is acomplished through satellite teleconferencing and conferences held across the country.

National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTL), School of Education, University of Michigan, Ann Arbor, MI 48109-1259, 313/936-2741

NCRIPTL is co-sponsored by The University of Michigan and the U.S. Department of Education's Office of Educational Research. The Center focuses on research, leadership development, and dissemination activities on college classroom learning and teaching strategies, curricular structure and integration, faculty attitudes and teaching behaviors, organizational proactices, and use of emerging information technology. It emphasizes cognitive development for undergraduate college students. NCRIPTL chose this emphasis because recent research in cognition holds great promise for improving learning and teaching in heigher education. The Center offers many technical reports on (1) teaching and learning processes, (2) curriculum, (3) faculty, (4) the organization, and (5) technology.

National Center on Effective Secondary Schools (NCESS)
Wisconsin Center on Education Research, University of Wisconsin, 1025 West Johnson Street, Madison, WI 53706, 608/263-7575

NCESS seeks to learn how to improve student achievement in secondary schools. Special attention is directed to the needs of disadvantaged and less successful students. Research on improving academic achievement is guided by certain assumptions. One such assumption is that more attention must be given to the strategies that administrators and teachers can use to alter conditions in schools to increase students' engagement and achievement.

National Training Laboratories Institute (NTL)
P. O. Box 9155, Arlington, VA 22209, 703/548-1500

After many years of existance as a part of the National Education Association, NTL became an independent nonprofit organization. Originally located in Bethel, Maine, where its summer conference center is still located, NTL now offers programs from coast to coast. NTL offers three versions of its core programs: one tailored to the needs of a general audience, one for middle managers, and one for senior-level executives. The key methodology in the Core programs is the T group (T for Training), a small group (10-14 people), which provides participants the opportunity to assess their behavior and style in relation to others. The groups are informal and address issues of communication, conflict, leadership, group process, and self-awareness. NTL's Core Programs include: (1) Human Interaction Laboratory, (2) Advanced Human Interaction Conference, (3) Management Work Conference in Interpersonal Competence, (4) Senior Managers' Conference in Interpersonal Competence. Some of NTL's Skills Programs are: (1) Communication: Learning by Doing, (2) Creating and Sustaining High Performing Teams, (3) Developing Your Staff: How to Improve Morale, Motivation, and Productivity, (4) Influencing Effectively, (5) Leadership Excellence. In addition to these programs, NTL also offers programs concerned with understanding organizations and programs with a personal focus. NTL offers several publications that focus on these subjects.

Office of Educational Research and Improvement (OERI) Sponsored Regional Laboratories

The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education funds nine **regional laboratories** that carry out applied research, development, and technical assistance for educators, parents, and decisionmakers in the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Basin Region. Each laboratory serves a geographic region and is governed by an independent board of directors.

The regional laboratories have a common set of five tasks or functions: (1) Working with other regional organizations to apply research and improve schools. (2) Assisting State-level policymakers on the implicatiopns of educatioal research and practice for policies and programs. (3) Conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement. (4) Collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development. (5) Developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments. These laboratories are often

engaged in preparing leadership development resources. Regional laboratories include:

Appalachia Educational Laboratory, Inc. (AEL)
1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325, 304/347-0400

Far West Laboratory for Educational Research and Development (FWL)
1855 Folsom Street, San Francisco, CA 94103, 415/565-3000/3125/3115

Mid-Continent Regional Educational Laboratory (McRel)
12500 East Iliff, Suite 201, Aurora, CO 80014, 303/337-0990

North Central Regional Educational Laboratory (NCREL)
295 Emroy Avenue, Elmhurst, IL 60126, 312/941-7677

Northwest Regional Educational Laboratory (NWREL)
101 S. W. Main Street, Suite 500, Portland, OR 97208, 503/275-9500

Research for Better Schools (RBS)
444 North Third Street, Philadelphia, PA 19123, 215/574-9300

Regional Laboratory for Educational Improvement of the Northwest and Islands (RLEINI)
290 South Main Street, Andover, MA 01810, 508/470-0098

Southeastern Educational Improvement Laboratory (SEIL)
P.O. Box 12746, 200 park offices, Suite 204, Research Triangle Park, NC 27709-2746

Southwest Educational Development Laboratory (SEDL)
211 East Seventh Street, Austin, TX 78701, 512/476-6861

The Center for Advancing Principalship Excellence (APEX)
University of Illinois, Champaign, IL 61820

The goal of the APEX Center is to provide assistance to practicing school principals at all grade levels. The Center requires a membership fee for all participating principals. In addition, the APEX Center requires its members to write and send in one case record per month on a form provided by the Center.

A classification system allows the APEX to code principals' case records so that each month the organization is able to select one problem area and develop a monthly report on it. Upon joining the APEX Center, a principal receives all the monthly reports that have been issued. In the future, the Center hopes to publish the case records so that they will also become available to nonmembers. Besides providing case records and monthly *CaseReports*, the APEX Center also schedules two to three meetings annually so that principals can share experiences and insights.

Center for Research and Development on School Leadership (CRDSL) 3325 Beckman Institute, 405 North Mathews Avenue, Urbana, IL 61801 217/244-1122

This center has three foci: (1) leadership, (2) school culture and climate, and (3) classroom teaching and learning. CRDSL states that the following objectives will guide its activities: (1) to conduct research about school leadership, (2) to design training programs and materials for the improvement of school leadership and school culture, (3) and to influence the practice of school leadership and the training of school leaders through local, state, and national policy formation.